DOCUMENT RESUME

ED 051 028 SO 001 279

TITLE	Communities Around the World. Parisian Community. Teacher's Resource Unit.
INSTITUTION	Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	68
NOTE	112p.; Revised following field testing in the Chelmsford, Mass. Public Schools
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	City Demography, Community Resources, *Community Study, Concept Teaching, *Cross Cultural Studies, *Curriculum Guides, Grade 3, Human Geography, Interdisciplinary Approach, Resource Guides, *Social Studies Units, Social Systems, Sociocultural Patterns, Urban Culture, Urban Environment, *Urban Studies
IDENTIFIERS	*France, Paris

ABSTRACT

This recourse guide is one of a series of units on the theme Communities Around the World for grade 3. Background material on Paris, France is given for the teacher describing urban characteristics, French culture, and the physical site of the city. Objectives and goals related to concepts, generalizations, skills, and attitudes to be developed are defined. 13 initiatory activities, 50 developmental activities, and 4 culminating strategies are described in a format designed to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. Educational media are listed and pupil materials prepared for this cultural study (maps, diorama projects, and holiday information) are included in the appendices. Other documents in these elementary curriculum guide series are SO 001 275 through SO 001 287. (Author/JSB)

Chelmsford Public Schools

Chelmsford, Massachusetts

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COMMUNITIES AROUND THE WORLD

Parisian Community

Teacher's Resource Unit

revised by

Jane Hitchcock Margaret Therou

Charles L. Mitsakos
Social Studies Coordinator

This resource unit was revised following field testing in the
from materials developed by the Project Social Studies Curricu
of Minnesota under a special grant from the United States Offi

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THE URBAN COMMUNITY OF PARIS

by

Caroline Rose

URBAN CHARACTERISTICS

All cities have in common distinguishing characteristics that shape the way of life of their inhabitants. Relative to the countryside, villages, or small cities, the large city is characterized by a high density of population, i.e. a large number of people per square mile. Cities located in prairies like Minneapolis have a lower density than cities on islands like New York; but the density of population in Minneapolis is still much greater than in other Minnesota communities such as Brainerd or Winona. The older the city, the more likely it is to have a high population density. Before refrigeration and rapid transportation, the land immediately surrounding the city (the hinterland) had to be used for high intensity farming to feed the urban population, and the city, consequently, grew upward. The visible sign of high density is high buildings. New York is the world's most striking example of this with its skyline of skyscrapers. Paris buildings are not as high, but all of Paris is high; i.e., people do not live in single family houses.

A very great division of labor occurs as a result of having many people living within a limited space. In the country people can raise, prepare and preserve their own food; cut wood for their stoves; find recreation and green space outside their own doors, and so on. In the city people must buy their food at a store; have coal, oil, gas or electricity delivered to them for heat and light. They must have parks and other places to go for recreation. Somebody must work to provide for these needs. Since

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there are so many people in the city, services must be provided all over the city. One post office or library can service an entire rural county but a city needs branch post offices and libraries, fire stations, numbers of hospitals and schools. Occupations become finely specialized, too. Instead of one postmaster, there is a postal supervisor and a large staff of postmen. There are elementary and high school teachers, principals and superintendents. Schools, post offices and businesses must have janitors, and there must be construction people to build new buildings and repair old ones. The supplying of water and the disposal of waste become elaborate in a large city, and there are staff to take care of these. The city must be tied together with a transportation system, and there must be people to take tickets, run the subway trains, drive the buses and keep the systems in repair. (Note the fact that many of these services are government services.)

Whenever there are many people, there is a demand for services that a small town cannot support. Probably most families everywhere eat most of their meals at home. In a small town there is probably only one restaurant that caters mainly to travelers. In a city, however, if a family eats out only once a week, or even once a month, at any one time there are enough families eating out so that there is a need for many restaurants. In any society there are only a few rich people, but in a city there are enough to support stores selling expensive goods. Artists and musicians go to cities because there they find enough people willing to pay to see them act or hear them perform, or buy their pictures. Over the years a city may get the reputation of being an artistic center and continue to attract artists who want to meet the leaders in their field. Because of the demand for their services, most cities provide very good museums and libraries. Often a university will be built nearby because the scientists and librarians and their facilities are already there. (Again, note that some of these services are provided by the government.)

Some cities, like Paris, are also capitals of a country, and all the government functions, the buildings to house them, and the staffs to carry them out, are concentrated in the city. In the United States, our cities are more specialized. Washington, D.C., is the seat of the government; New York is a financial and artistic center and a port; and the great universities are spread all over the country. The governmental, artistic, financial, and many of the educational institutions of France are all concentrated in Paris.

The result of the division of labor and occupational specialization within a city is that there are many, many different kinds of people in a city. They do different jobs; live in a different manner, one from the other; come from different parts of the country to the city, bringing with them their local customs, religions and habits. The city, then, is heterogeneous in its population.

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The heterogeneity of a city operates to separate its inhabitants. One lives in one part of the city, but leaves home early to go to work, perhaps on the other side of town, and does not return until night. One's friends are likely to be the people one works with, who come from all over the city. If one has relatives in the city, they may live across town. As a result, the city produces *anonymity*. One can do pretty much as one pleses, choose one's occupation, friends, and amusements at will.

On the other hand, because space is limited and land expensive, parts of the city become specialized. This is usually a matter of economic efficiency. If a business depends for its customers on people who live all over the city, it wants to be located in a central area where there is good transportation from other parts of the city. Government buildings are likely to be located close together so that government officials can consult with one another. Middle and upper class residences are in the areas near parks and away from factories and the noise and dirt they produce. Wholesalers tend to concentrate in one area (as at Les Halles) so that each can benefit from the attraction their concentration has on potential customers. The city develops *natural areas* or *neighborhoods*, each with its distinctive function and appearance. Later we shall describe some of the Paris neighborhoods.

In Paris, many neighborhoods, particularly residential neighborhoods, are a little like small towns and not anonymous at all. People have often lived in the same neighborhoods for several generations (very unusualy in American cities); they do know many of their neighbors. They know the shopkeepers who serve the neighborhood, and the shopkeepers know them. Particularly, they know the owners of the cafes where people go to have a drink or a snack. Small cafes or bistros, where one stands up to drink, are frequented mostly by men, but all over Paris are open-air cafes where neighborhood people, as well as casual passersby, can have a snack or tea or coffee or lemonade. Typically French restaurants do not serve coffee after a meal, and people dining out will wander around for an hour, then settle down in an open-air cafe for their after-dinner coffee. In small neighborhood cafes, people of the neighborhood know each other and carry on a social life there. (Note cultural diversity -- the difference from our way of living in cities.)

As was said, Paris is a city of apartment houses, and each apartment house has its caretaker or concierge. Typically, a couple has an apartment on the ground floor; the husband takes care of the furnace, keeps the halls, stairs and courts clean, and does minor repairs. The wife is the concierge. There is no comparable institution in the United States. The concierge is part of the police force of Paris. She is registered with the police and is expected to cooperate with them. (Relate to government institutions.) On her own she knows everything that goes on in the neighborhood and all about the building. She distributes the mail; she may collect the rent; she opens the gate to the court late at night. (Sometimes one gets a key,

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FRENCH CULTURE

So far we have been describing traits which are characteristic of all cities: density of population; division of labor; specialization; heterogeneity; anonymity; and the formation of natural areas. Different societies, however, have different attitudes toward urban living. Americans idealize their rural heritage and seem to dislike city living. As soon as they can afford it, they move to the suburbs. The centers of American cities are allowed to turn into slums; historical buildings are torn down; transportation systems decay. In all western European countries, however, much of the population has been urban for 500 years or longer. Europeans have developed pleasant ways of living in cities, and they cherish and adore their cities. Old buildings are kept up. It is easy to travel around the city and pleasant to walk in it.

Paris is one of the old cities -- over 1,000 years old. The physical layout of Paris has been carefully planned, not once, but several times. The parks are many, beautiful, and designed for use. Paris has excellent transportation and one can go any place in the city quickly and cheaply. Although there are sections of the city in which one would not go at night, these are few, and most of Paris is safe all the time. Children run freely around the city in a way they cannot in Chicago or New York. Parisians have acquired a number of particularly urban pleasures, and they are careful to maintain their city so that these can be enjoyed.

The French word for strolling through the city is flanerie, and there is no exact translation for it into English. It implies leisure, a slow pace, conversation; it is done in the city, not in the country; it involves looking into store windows, watching street life, sitting for a while at an outdoor cafe and so on. One does this in the same way as one might go to a movie or a play. It is a recognized form of recreation.

On fine Sundays or other holidays, the whole family ventures out. The parks are full of family groups. They may have taken the children to the zoo or to the marionette show, or to ride on the carousel or to sail boats in the round ponds; or they may just walk, talk, and look. Parks in Paris are of three kinds: These are small, green squares with benches and maybe a sand pile or swing for very small children. There are also large formal parks, like the Tullieries or the Jardin Luxembourg. These are formally landscaped and contain famous and beautiful statues. There are a few benches, and one can rent chairs to sit on. They also provide a variety of amusements: carousels, puppet shows and playgrounds like ours. At the round ponds (about 50 feet in diameter), one can rent fully rigged toy sailboats, about 3 feet long, for 50¢

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The third kind of park is the large, wild park at the edge of the city. They have nature trails, riding paths, and picnic places. They may also contain dance halls, theaters and restaurants. The best known of these is the Bois de Bologne. One can include here Versailles, Fontainbleau and other chateaus which lie only an hour or so outside the city. In addition to the palaces, they contain beautiful walks and gardens, and at Versailles, fountains, which are, on occasion, illuminated. Frequently French families take their lunches and visit them on Sundays and holidays. The chateaus are quickly and cheaply accessible by train.

Another favorite Sunday excursion is to the Flea Market which lies on the edge of Paris at the end of one of the subway lines. Flea Markets were originally thieves' markets where one could buy stolen goods cheaply. European cities often have Flea Markets. Today, the Flea Market in Paris is about a square mile of land on which are a few elaborate stores, row after row of small woooden stalls, and space which is utilized as temporary outdoor stores. One can buy anything there from assorted old, apparently useless junk to priceless antiques and jewelry. The stalls offer ordinary clothes and household goods at somewhat cheaper prices than the same things command in the city. The great variety of goods, the pleasure of shopping in the open air, and the possibility of picking up a good bargain attract thousands of people and the Flea Market is always crowded on a Sunday or holiday.

One of the important features of Paris is the river Seine. London, Rome, New York, and Minneapolis have rivers running through them, also. This is because cities often grow up where there is a break in transportation routes -- where a river meets another river (Pittsburgh) or a lake (Chicago) or an ocean (New York, New Orleans, London), or an overland route (Minneapolis, St. Louis). Some cities neglect their waterfronts (St. Louis, Minneapolis); others make great use of them. The Seine is still used for transportation and one can see great barges going along it all day. There are also pleasure craft and the bateaux mouches (fly boats). Excursion motor boats painted brilliant white and adorned with colored pennants dart around like flies, carrying tourists and Parisians for sight-seeing trips along the river. New York also has excursion boats that carry sightseers around Manhattan Island.

There are swimming pools sunk right into the Seine and along each side stone walks from which people fish all day long. The river divides Paris into the Left Bank (rive gauche) and the Right Bank (rive droit), two well-known Parisian neighborhoods. The Sorbonne (the University) gives the Left Bank an artistic and student life. All through the Left Bank artists exhibit their wares outdoors. Along the river are outdoor stalls where one can buy books and pictures (or just browse through them). The Right Bank is more elegant. Some of the most famous shopping streets in the world are there and some of the beautiful

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The Left and Right Banks are connected by a series of bridges, each of which is different and each of which has its own history. Some of the bridges are ornamented with statues. (Bridges are government services.) In the middle of the river is an island, Ile de Cite, the original site of Paris (obviously because it could be easily defended). Many old cities have the original walls still standing. In Rome, the whole wall is there, although the modern city has expanded far around it. (Point out defense as government service.) A famous walled city is Careassone in the south of France. On the Ile are the Cathedral of Notre Dame and a number of 16th and 17th century buildings. (Note indications of religious institutions.) Fifty years ago, the Ile was a slum but the old buildings have been renovated and the Ile is now a fashionable residential area. The Cathedral stands on the end of the island facing downstream. Since the building is flat in front with two towers, it looks a little like a boat sailing down the Seine. Countless Parisian school children have written essays describing the Cathedral in these terms.

A flaneur (a stroller) often starts on one of the banks, crosses a bridge to the Ile, wanders around a bit, crosses to the other bank strolling there for a while, then across another bridge toward home. Brides are a feature of many cities: the Tower Bridge in London which opens to let sea-going vessels through; covered bridges in Venice and Florence lined with shops (at the time of Shakespeare, London Bridge was like this); the enormous spans in New York and San Francisco, engineering marvels and fairy-like to see. Amsterdam, like Venice, is a city of canals and has lovely, little curved bridges, some of which have steps up and across them. Minneapolis, too, has many bridges, some of which are also beautiful.

Paris is built entirely of dark grey stone, and there are many trees. In the winter when there is rain, the city is a misty gray-green. In the spring, it is a light, pale, very gay, yellow-green. Often at night famous buildings are illuminated with lights strung all over them and colored spotlights playing on them. Italian and Mexican cities do this, too, during festivals, and New York is famous for its lighted sky-line. Italian cities also are colored, each being built of stone native to the area. Rome is a yellow-brown; Sienna is sienna; Bologna is a deep rose (and all the streets are arcaded); Pisa is brilliant white; tropical cities are pastel (Miami, too). Certain parts of Venice are gilded like jewel boxes; and Istanbul, seen from a boat, glitters with gold, too, from the minarets.

One of the preoccupations of the French is with food and this is reflected in Paris. There are numerous restaurants, far more than in most American cities, more even than in New York, San Francisco or New Orleans where food is also very important to its inhabitants. Restaurants are more evident in Paris because so many of them are outdoors, right on the pavements (which are often very wide). Partly this is because the climate is mild, but there are far more outdoor cafes in Paris than in Rome which is also warm.

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Secondly there are a large number of food stores. Although there are more and more supermarkets like ours in France, most food is still sold by specialty shops. We can buy both bread and pastry at a bakery, but in France only bread is sold at the bakery; it is baked on the premises and no self-respecting French family would eat anything but fresh-baked bread. The bread most commonly eaten comes in long loaves, about 2 feet long, and is carried through the street unwrapped by a child sent to the store by his mother or a boy on a bicycle cart delivering to restaurants. One can call up a store and by paying a fee get something delivered, but there are not regular milk, newspaper, or bread deliveries as in the United States. Running to the store for last-minute or forgotten items is one of the French child's chores. The main marketing, however, is done by the mother or by the maid, of which there are still many in France.

Pastry and candy are sold in little stores called patisseries all over the city and are mouth-wateringly displayed in the windows. There are many butcher shops. One kind of store sells pork and pork products; another, poultry and fish; a third, beef and lamb; and a fourth, horse meat. Each store indicates its products by a model of the head of the animal outside; a pork shop displays a pig's head; a horse-meat shop, a horse's head, and so on.

In every neighborhood, there are open-air markets; part of the street is closed off and temporary wooden booths are set up. Sometimes these are open every day, sometimes only twice a week. Farmers come from outside of Paris to sell their wares here. Again, there is specializing. One booth has vegetables and fruits, another poultry, a third, fish. Dry groceries like rice and coffee are sold in permanent stores and sometimes these have a poor selection of fruits and vegetables. Butter, eggs, cheese and milk are bought in dairy stores or in special booths. To get cigarettes or matches or stamps, one must go to special government-owned stores or to cafes.

Shopping is a time-consuming task. One must go to each store, stand in line to be waited on, then stand in line again at the cashier's desk to pay. Many of the small stores are family enterprises; papa sells, mama is the cashier, and the children help after school and make deliveries. One of the delights of shopping in Paris or Rome is the seasonal succession of fruits and vegetables. Although fruits could perfectly well be shipped by refrigeration as they are in the United States, the Parisians and Romans don't like the taste of such fruit. They wait until the fruit that grows near the city is ripe. Although the fruit never looks as perfect as American fruit, it has a far better flavor because it is all tree-ripened. One week the markets will be flooded with cherries, the next with peaches. In Italy there are twenty different kinds of oranges, each with its special flavor, and each coming on the market at a slightly different time. One is a "glood" orange whose flesh is red; another is the "vanilla" orange which has a distinctively vanilla flavor.

Paris is a cosmopolitan city and in the downtown area or near the University one sees tourists from all countries -- Americans, other Eur
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politan city and in the
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ll countries -- Americans, other Europeans, Indians, Orientals and Africans just as one does near the University of Minnesota. But in other parts of Paris one sees mainly French people. As in most European cities, there is less variation in physical type than Americans are accustomed to.

Fashion is one of the major industries in Paris and the French are much interested in clothes and in their appearance. There is a "correct" way to dress and people adhere to it. Both men and women are well-dressed and dress with flair; they are neat; they walk well. Children are invariably dressed alike. The boys wear short pants -- very short -- up to the thigh and knee socks until they are in the University. (Many university students wear American blue jeans if they can get them.) Girls wear blouses and sweaters and skirts; little children wear hand-knitted and hand-embroidered clothes even in relatively poor parts of Paris. These little children (2 to 4) never sit in the dirt. In the parks they squat to play and keep themselves amazingly clean. Until they are about 12, children wear black smocks over their clothes -- one a week. The smocks get dirty, but if the child has to be taken somewhere or presented to company, whisk, off comes the smock, and the child is clean underneath -- pretty clean.

One of the colorful festivals of Paris is on Bastille Day, July 14, which, like July 4, in the United States, is a patriotic holiday. There are the usual festivities, but people fill the streets as they do for Mardi Gras in New Orleans. There is a festive feeling of gaiety;

squares are roped off and there is music and dancing in the streets toward evening.

On the first day of May, the children of Paris and from the surrounding countryside pick lillies of the valley (muguets) and bring them to the city to sell. On every corner (and I mean on every corner), there are children selling flowers. They perfume the whole city. The proceeds go to support some of the children's institutions.

OBJECTIVES

his unit is designed to make progress toward the development of the following bjectives:

ONCEPTS

ulture: learned behavior patterns; norms and values (law); diversity; uniqueness; universals (including psychic unity of mankind); cultural use of environment

Social Organization: institutions (school, government, church); division of labor and specialization; community; primary group; secondary group

Social Process: conflict; accommodation; socialization

Site: ocean; river; plain; river valley; city

GENERALIZATIONS

1. All people, regardless of where they live or to what race, nationality, or religion they belong, have many things in common.

    a. All people, everywhere, have certain basic physical drives, although they satisfy them differently.

    b. Human beings exhibit the same kinds of emotions, although they may express them in different ways and the emotions may be aroused by different things.

    c. Human beings everywhere have acquired needs for positive affect (affection) and interaction with other human beings (gregariousness).

    d. The broad outlines of the ground plan of all cultures are about the same, because men always and everywhere are faced with certain unavoidable problems rising out of the situation given by nature.

    e. Certain family functions are found universally in all societies.

    f. All societies have some form of religion(s).

2. Ways of living differ from one society to another and within the same society; indeed, each culture is unique.

    a. Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drives and needs differently.

    b. Although all societies have some kind of religion(s), religious beliefs differ from society to society.

3. Culture is learned, not inborn.

    a. In every society human beings learn a culture in the process of growing up; this culture is the learned behavior patterns shared by members of their group.

1) People are able to predict each other's behavior and so get along with each other because they share common meanings and norms.

2) Language enables man to make his experiences continuous and to apply previous experiences to new problems beyond actual physical experience; it makes cumulativeness of culture possible.

3) The meanings of certain gestures are determined by the culture and differ from one society to another.

b. In almost all societies some aspects of socialization of children are entrusted to people outside of the child's family; most societies have formal schools to educate children.

4. Large cities are characterized by a large number of people per square mile, by a great division of labor and specialization, by a demand for many services (private and governmental), by a heterogeneous population, and by greater anonymity than found in smaller communities.

a. People who live in one community depend on each other for different goods and services, and for markets for their goods and services.

b. Cities usually have a greater division of labor and specialization than small towns or farm areas.

c. People who live i
upon farmers for m
food.

d. Cities are made u
many different bac
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within one city.

5. Different parts of a c
have different but int
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6. People live in many g
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a. Some groups have d
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7. All societies have pot
and must develop means
settle disputes and ac
differences; in every
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a. All societies hav
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c. People who live in cities depend upon farmers for much of their food.

d. Cities are made up of people of many different backgrounds; consequently, there are people who behave very differently even within one city.

5. Different parts of a city usually have different but interrelated functions.

6. People live in many groups in addition to their family group.

   a. Some groups have direct, intimate, face-to-face relationships; others have indirect or less stable and long-lasting relationships.

7. All societies have potential conflict and must develop means of trying to settle disputes and accommodate differences; in every society there is some means of making authoritative decisions where people's goals differ.

   a. All societies have some laws (rules) which will be enforced through force if necessary.

   b. Governments enforce laws with force if necessary.

   c. Governments restrict people who would interfere with the rights of or even the life of others.

   d. Government action may help increase as well as restrict individual rights.

8. Governments provide many services which people cannot provide for themselves.
    a. Governments frequently provide schools.
    b. Governments provide protection against outside attack and frequently provide protection against other dangers (crime, fire, disease, etc.).
    c. Governments frequently build roads to make it easier for people to travel from one place to another; they frequently build bridges across rivers.
    d. Governments frequently provide certain kinds of recreational facilities or services (parks, playgrounds, swimming beaches, etc.).
    e. Governments may provide other kinds of services (mail, water supply, etc.).
9. Culture changes, although it changes more rapidly and drastically in some times and places than in others.
    a. Innovations occur in ideas and behavior, not just in things.
    b. Culture changes as a result of diffusion (accepting patterns of behavior practiced by other groups).
10. Although culture is always changing, certain parts or elements may persist over long periods of time.
11. Every place has three types of location; a position, a situ
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    point on the e
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    b. Situation desc
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        1) Places can
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    c. Site relates a
    the detailed p
    of the area it
12. Towns need means o
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13. Man needs drinking
he also needs wate
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14. Temperature is aff
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e types of location; a position, a situation, and a site.

a. Location is a position which sets a phenomenon at a specific point on the earth's surface, usually designated by an abstract grid and described in terms of latitude and longitude.

   1) Things can be located at specific spots on the earth's surface.

b. Situation describes a phenomenon in areal relationship with other phenomenon with which it is associated.

   1) Places can be located in relationship to where we live in terms of their distance and direction from us.

c. Site relates a phenomenon to the detailed physical setting of the area it occupies.

12. Towns need means of shipping goods in and out; they are likely to grow up where transportation is good.

13. Man needs drinking water to survive; he also needs water for many of his economic activities such as growing crops and manufacturing.

14. Temperature is affected by a number of factors such as distance from the equator, closeness to large bodies of water, and elevation.

a. The ocean and other large bodies

of water do not heat up so rapidly as land nor cool so rapidly as land.

b. Air over or close to an ocean or any large body of water is usually cooler in summer and warmer in winter than air which is a considerable distance from the ocean or body of water.

c. Air is cooler at higher elevations than at lower elevations if latitude and distance from the sea are the same.

5. Airplanes can follow the shortest distance between two points more easily than can other types of transportation because they can fly over both land and water, and over hindrances to surface transportation such as swamps, mountains, or ice. Airplanes are also faster than land transportation.

SKILLS

The broad skill toward which teaching is ultimately directed is underlined. A specific aspect of a skill or an understanding needed to learn a skill is underlined.

1. Gathering Information

Listens for main ideas and supporting details.
Gains information by studying pictures and films.
Gains information from interviews.
Sets up hypotheses.

2. Organizing and Analyzing Data and Drawing Conclusions

Classifies data.
Applies previously learned concepts and generalizations to new data.
Tests hypotheses against data.
Generalizes from data.
Organizes information according to some logical pattern.

3. Evaluating Information

Distinguishes between primary and secondary sources of information.

4. Geographic Skills

a. Has a sense of distance and area.

Compares distances with known distances.
Compares areas with known areas.

b. Has a sense of direction.

Knows cardinal and intermediate directions.
Tells directions from maps and globes.
Notes directions in relationship to own town.
Sets a directional course and follows it.

c. Interprets maps and globes.

Understands use of symbols to represent reality.
Identifies pictorial and semipictorial symbols.
Uses legend to interpret symbols
Uses scale to estimate distances on map or globe.

ATTITUDES

1. Is curious about social data.
2. Accepts the will of the majority until it can be changed by peaceful means.
3. Appreciates the cultural contributions of other races, nationalities, and religions.
4. Is sensitive to the feelings of others.

OBJECTIVES	OUTLINE OF CONTENT
S. Listens for main ideas and supporting details.	I. Paris is a large city in France which is across the Atlantic from the United States.
G. Things can be located at specific spots on the earth's surface.	A. Paris is in France which is across the Atlantic from the United States.
G. Places can be located in relationship to where we live in terms of their distance and direction from us.	
S. Compares distances with known distances.	
S. Tells directions from maps and globes.	
Understands site concept of ocean.	
S. Identifies pictorial and semi-pictorial symbols.	
A. IS CURIOUS ABOUT SOCIAL DATA.	
S. Compares areas with known areas.	B. France is about the size of Texas.

TEACHER STRATEGIES

Note: Since it is very easy for children to make the mistake of generalizing from everything they see or read (ex: all men fish in the Seine River; all people eat horse meat), it should be continually stressed throughout the unit that not all people in Paris do everything just alike.

Initiatory Activities

1. Ask: How many have heard of Paris, France? Do you know where it is? On a large world map, show U.S. and France. Ask: In what general direction is France from the U.S.? How do you know? Are the U.S. and France close to each other? Have pupils measure distance on globe and compare with distances from closest U.S. border to other places studied in primary grades (e.g. Peru, Japan, U.S.S.R., Nigeria, Israel, Admiralty Islands). Ask: Are France and the U.S. on the same large piece of land (continent) or are they separated by water? Does anyone know what we call the water between the U.S. and France? If no one volunteers an answer, tell them that is is an ocean -- the Atlantic Ocean. Be sure to review meaning of ocean. In what part of France is Paris located?

2. Divide the class into small groups. In three minutes ask each group to make a list of statements about Paris. Tell the group that they are going to see a film about this city and that they are to check their lists with the film. Project the film The Red Balloon. Have children check their lists and discuss their findings.

3. Explain that just as our country is divided into 50 states, France is divided into districts. (Use map to show.) One important difference is that the districts of France are much smaller than most of our states. Explain that one of our states, Texas, is about the same size as all of France. Make a comparison on an equal area map by placing a cut-out map of France over Texas on the map.

EDUCATIO

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RATEGIES

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EDUCATIONAL MEDIA

World map.

Globe.

Film: The Red Balloon, Brandon Films.

Brogan, Life World Library: France, inside cover.

Cut-out maps of France.

G. Things can be located at specific spots on the earth's surface.	C. Paris is located between the 48th and 49th parallel in northern France.
S. Knows cardinal and intermediate directions.	
S. Tells directions from maps and globes.	
S. Sets up hypotheses and tests against data.	
S. Generalizes from data.	
G. Temperature is affected by a number of factors such as distance from the equator, closeness to large bodies of water, and elevation.	
G. The ocean and other large bodies of water do not heat up so rapidly as land nor cool so rapidly as land.	
G. Air over or close to an ocean or any large body of water is usually cooler in summer and warmer in winter than air which is a considerable distance from the ocean or body of water.	

4. Draw up a list on the board which makes comparisons between our location and that of Paris. Use information on our location as a stimulus and ask what information is needed about Paris.

City ______________	Own town ______________	Paris
Subdivision _______	In a state _____________	In a district
Country ___________	In the U.S. ____________	In France
Continent _________	North American ________	Europe
Hemisphere ________	Northern ______________	Northern

While the teacher writes responses on board, children could be making their own copy for a Paris folder.

5. Review what children learned about rays of sun at different points on the earth's surface. Then ask: Would you expect it to be warmer, colder, or about the same temperature as Chelmsford? Have children locate latitude of both cities again. Then show children a simplified temperature chart comparing winter and summer temperatures in Paris and Chelmsford. Was their guess right?

Ask: How many of you have gone swimming in a lake or river in the summer time? Is the water colder or warmer than the air around you on land? Would you expect the air over the Atlantic Ocean to be cooler or warmer than air over land areas at the same parallel which are far from the ocean? Do you think water or soil warms up more rapidly as summer comes? Have pupils set up hypotheses (make guesses).

G. Air is cooler at higher elevations than at lower elevations if latitude and distance from the sea are the same.

S. Applies previously-learned concepts and generalizations to new data.

D. Paris is located on the river Seine. The river is used for a variety of purposes and is especially important as a means of transportation for Paris. The Seine River runs through the middle of Paris, splitting it into two sections.

6. Demonstrate the influence of location close to bodies of water upon temperature by doing a simple experiment. Place two small containers, one with soil and one with water upon a small electric tray, with the same amount of heat under each. Place a thermometer in each and have children check every few minutes and record changes in temperature. Then have them compare the speed with which water warms up as compared to soil. Ask: When summer comes, which would warm up faster, land or oceans? Remind children of times when they have come near lakes or a river in summertime and noticed a cool breeze blowing off the water. Help children understand how winds off the Atlantic would help cool areas close to the ocean in the summer time, while places far inland in the United States would not have this cooling effect.

   Now do another demonstration putting containers of water and soil on ice and measuring changes in temperature on thermometers placed in each. Have children make a chart showing changes. Compare findings. Which cools off more rapidly, water of soil? Would a wind coming off the ocean in winter be warmer or colder than one coming off land?

   What effect would Paris' location close to the Atlantic have upon temperatures in winter? How would the location of Minneapolis or Pittsburgh far from a large ocean affect temperatures in winter?

   Now ask pupils to generalize about factors affecting temperatures. Remind them of what they learned about the Quechua family as they do so.

7. Have the children imagine that they are searching for a place to build a community and write a story describing their choice of such a location. Share the stories. Suggest that pictures might help others better appreciate their story. In particular, have children try to think about what the place they choose for their community should be like, i.e. what would you look for? What would be important in choosing a site for a new community?

Understands site concept of river.

S. Understands the use of symbols to represent reality.

S. Uses legend to interpret symbols.

S. Generalizes from data.

G. Towns need means of shipping good in and out; they are likely to grow up where transportation is good.

G. Man needs drinking water to survive; he also needs water for many of his economic activities such as growing crops or manufacturing.

8. Locate on a world map other communities which have been studied earlier in the year. Begin a discussion of large cities by asking the class to name some large cities they have heard of. As cities are mentioned, ask whether each is a city of the United States, or of another country. Encourage the naming of cities not found in America. Those which are identified can be located on a world map. A list of these cities may be made on the board and as each is located on the world map, a brief statement should be written after it concerning the nature of its location. Review meaning of symbols and use of map layout to help pupils read the map. In particular cities on rivers, oceans, lakes, the edge of mountains, etc. should be noted.

City	Interesting Fact
Boston	On the Atlantic Ocean
Minneapolis	On the Mississippi River
Moscow	On the Moscow River
New York	On the Atlantic Ocean
Tokyo	On the Pacific Ocean

Ask: What seems to be the same for many cities? The fact that a body of water such as a large river or ocean is often near the city should be discovered. Ask the class why this might be true. Record their ideas on the board. Suggestions such as the following might be used: (1) for drinking water, (2) transportation route, (3) industries need water, etc.

Understands site concept of river.

Understands site concept of plain and river valley.

E. The land surrounding Paris is relatively flat. It is fertile and supports many farms which help provide food for the city.

G. People who live in cities depend upon farmers for much of their food.

9. Say that Paris is located on a river. The name of th river is the Seine. Explain that the Seine is used i many different ways by the people of Paris. Show sev eral pictures of the Seine. Project a map of Paris while reading pp. 9-25 from the Key to Paris. (Rewor as necessary.) Using the map point out the locations of landmarks mentioned in this chapter and suggest th later we will see pictures of many of these famous places.

   Discuss the many uses of the river mentioned in the book. Have the children draw a picture of one use they heard mentioned.

10. Begin using a few French words in daily classroom activities. Introduce the children to some simple conversational expressions. Read The House That Jack Built (a French-English picture book).

11. Say that Paris is located in a small river valley of great European plain (Aquitaine Plain). Clarify the concept of plain, if necessary, in simple terms. Explain that the land surrounding Paris is not mountain but rather level or flat. Show several pictures whic illustrate flat horizon and few hills. Be careful to avoid the illusion that the countryside is devoid of hills and valleys, however. Also tell the class that the land around Paris is good farm land where farmers grow many different foods for the people of the city.

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Life World Library: France, pp. 72,73.

Molinard and Gilbert, The Paris I Love, pp. 12-13,24,29,31, 82,84.

Brogan, Life World Library: France, p. 102.

Douglas, The Key to Paris.

Wilson, The Seine, pp. 18, 24.

Frasconi, The House That Jack Built.

Molinard and Gilbert, The Paris I Love, pp. 10,14,76-77,89,123.

Brogan, Life World Library: France, p. 17.

Study Print: "Plain," Map Symbols and Geographic Terms Charts, A.J. Nystrom Co.

G. Every place has three types of location: a position, a site, and a situation.

G. Location is a position which sets a phenomenon at a specific point on the earth's surface, usually designated by an abstract grid and described in terms of latitude and longitude.

G. Situation describes a phenomena in areal relationship with other phenomenon with which it is associated.

G. Site relates a phenomenon to the detailed physical setting of the area it occupies.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Distinguishes between primary and secondary sources of information.

12. Now ask: What are all of the things which we have done each time we have located a place this year? (Refer back particularly to the mining community, the Manus community in the Great Admiralty Islands, and now to Paris.) Try to help children see that they located each in terms of a specific position on the globe, in terms of situation or distance and direction from their own town, and in terms of site or the physical characteristics of the place. Give pupils terms for each of these locational concepts.

13. Ask if anyone in the class has ever visited Paris. If so, give time for a brief resumé of the visit and plan to use this person or persons in the future as a source of information. Go on to ask if anyone has ever seen films or television programs about Paris. Suggest that probably everyone has seen pictures of Paris in books, magazines and newspapers. Say that because Paris is so well known we probably all know more about it than we might suspect. Make a second list on the board of things we know about Paris. Many of these will be facts about the city itself, probably few will be about the people of Paris. Ask the children what they know about the people who live in Paris. In what ways are they like us? Is their life in their community similar in some ways to ours? In what ways are their lives different? (Let children make guesses.)

G. People are able to predict each other's behavior and so get along with each other because they share common meanings and norms.

G. Language enables man to make his experiences continuous and to apply previous experience to new problems beyond actual physical experience; it makes comulativeness of culture possible.

S. Knows cardinal and intermediate directions.

S. Tells directions from globe.

S. Sets a directional course and follows it.

F. The French speak a different language than we do.

G. We would have to travel over both land and water, plains and mountains to reach Paris.

Developmental Activities

14. What problems might we face if we went to Paris? (language) Why do people need a language and means of communication with each other? Why else is language important?

15. Ask what would be involved in going to Paris. Ask specifically what kind of earth surface would we be traveling over and in what direction. Make a list on the board containing these labels: Direction, Surface, Kind of Travel.

Globe.

Physical map of world.

When it is suggested that we go East over land (the United States), ask them how we might make this part of the journey. List the suggestions (fly, by car, train, bus, etc.). Ask how far we could go in this direction before we would "run out of land."

S. Uses legend to interpret map symbols.

G. Places can be located in relationship to where we live in terms of their distance and direction from us.

S. Uses scale to estimate distances on maps and globes.

S. Compares distances with known distances.

G. Airplanes can follow the shortest distance between two points more easily than can other types of transportation because they can fly over both land and water and over hindrances to surface transportation such as swamps, mountains, or ice. They are also faster than land transportation.

Ask what cities on the east coast we might stop at before beginning our next stage of the trip. Accept suggestions, select one such as Boston and ask what kind of earth surface we will now have to cross.

Again ask the direction and add these items to the list on the board. Ask how we might cross the water (which should be identified by the children as the Atlantic Ocean) and add those suggestions to the list.

Refer to a globe, tracing our progress so far. Ask what is likely to happen next in our trip. What kind of surface will we discover if we continue directly East? Should the direction be altered, or is East correct? Make any adjustments necessary and add these to the list on the board. Ask where we should stop before beginning the next part of the journey. Select one suggestion such as Lisbon, Portugal, or Bordeaux, France, and ask how we would proceed from this point. Note both the direction, surface and possible mode of travel on the board. Ask if this will enable us to reach Paris without further changes of vehicle or direction. Make any additions necessary, particularly in direction.

16. Use globe to estimate total distance from home town to Paris, both by route taken and by shortest route. Compare with distances from home town to nearby towns, to New York, to Boston, etc. Ask the class to read the list on the board and decide what direction in general we have been traveling from home. Also ask what kinds of earth surface we crossed in their correct order. Discuss the advantages and disadvantages of different modes of travel over such surfaces and if time is a factor. Globe.

S. Uses legend to interpret symbols.

S. Applies previously-learned concepts and generalizations to new data.

G. Large cities are characterized by a large number of people per square mile, by a great division of labor and specialization, by a demand for many services (private and governmental), by a heterogeneous population, and by greater anonymity than found in smaller communities.

S. Listens for main ideas and supporting details.

G. Paris is a large city with many people.

17. In order to establish the idea that we will be studying urban France, ask: Does anyone know the name of America's largest city? Use road map of United States. Explain symbols for cities in terms of population. Is Boston the largest city in our country? Paris is the largest city in France. Point it out on the map and write the name on the chalkboard. Say: "We are going to get acquainted with the way people live in Paris. Show film Modern France. Have children draw a map, using a legend.

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18. Say: New York, Chicago, Moscow, and Paris are all big cities, aren't they? Do you remember what you learned about the way families live in large cities?

Refer to charts, murals, booklets, etc., developed in contrasting communities unit. Review major differences between rural and urban living. Emphasize specialization, many services available in urban centers.

Then say: What would you expect to find in Paris?

19. Say: In order to get acquainted with the city we are going to study, let's take an imaginary trip to Paris to see what it is like. We'll visit with an American boy named Andy, who is living in Paris. Read Andy Says Bonjour!.

Children might also enjoy hearing or reading Anatole and Anatole Over Paris.

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Use road map of United States. Explain
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who is living in Paris. *Read Andy Says*

lso enjoy hearing or reading *Anatole*
Paris.

Road map of U.S.

World map or map of Europe or France.

Film: *Modern France*, Coronet Films.

Diska, *Andy Says Bonjour!*

Titus, *Anatole*.

Titus, *Anatole Over Paris*.

1. Almost all Parisians live in apartment houses. Instead of backyards they have courtyards. Paris is an old city -- over 1,000 years old, and there's little space for single families.

S. Generalizes from data.

S. Gains information by studying pictures.

2. People in Paris travel on underground trains as well as in cars and buses.

20. After reading the story, ask: What is the most importan thing you learned from listening to the story? Do you think Paris is like an American city? Is it very differe In order to organize the discussion, ask questions such What kind of a house did Andy live in? Was it like yours Different? What did Andy see when he walked down the st that you do not see in America? What did Andy do when he looked out the back window of his apartment? (children, brick courtyard) What did Andy and Minou see when they for a walk in Paris? (river, people fishing, small shops woman selling apples, outdoor cafes, etc.) Would you see these things in Chelmsford or Boston?

21. We're going to look at some more pictures of Paris. Watc for things that you could draw to show that Paris is a bi city. Show filmstrip Paris or pictures in The Paris I Lo or other books.

    Let children draw their impressions and use these drawin for a bulletin board.

22. People have to get from one place to another in Paris. How does your father get to work? (car, bus) How does mother get downtown? How do you suppose the people get around in Paris? Let children discuss this and make sug tions. Show pictures of different modes of transportati Read about the Metro in Carnival in Paris and Getting To Know France.

    Ask: Did we think of all the ways people travel in Pari What do we have to add that is new to us? Why would Par need an underground train?

    Use picture # 8 from Living in France to show one means transportation -- the subway. (Note: Teachers' manuals are available in every kit with suggestions for presenti each picture.)

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: learned from listening to the story? Do you
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how filmstrip Paris or pictures in The Paris I Love
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Filmstrip: Paris,
Encyclopedia Britannica Films.

Molinard and Gilbert,
The Paris I Love.

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Carlson, Carnival in
Paris, p. 102.

Wallace, Getting To
Know France, p.44.

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ture.)

Study print: Picture
8, Living in
France, Silver
Burdett.

S. Listens for main ideas, supporting details.

3. There are hundreds of shops offering a great variety of goods for sale in Paris.

G. People who live in one community depend on each other for different goods and services and markets for goods and services.

G. Cities usually have a greater division of labor and specialization than small towns or farm areas.

S. Generalizes from data.

III. France has a government and Paris has local government officials.

S. Organizes information according to some logical pattern.

A. Paris has laws and police, just as we do.

G. All societies have potential conflict and must develop means of trying to settle disputes and accommodate differences; in every society there is some means of making authoritative decisions where people's goals differ.

23. "Families in France provide food for their members." Show pictures from Young France and Life World Library: France which portray different food markets in Paris. Use picture # 1 from Living in France to show an outdoor market. Have children make a list of all the products which might be purchased at this outdoor market. Draw pictures comparing ways of shopping in America with ways of shopping in Paris.

Harris, Young France, pp. 46, 49.

Brogan, Life World Library: France, pp. 92, 93.

Study Print: Picture 1, Living in France, Silver Burdett.

Ask what other shops and businesses were mentioned. List them: hotel, bakery, clock shop, beauty parlor, delicatessen, flower market.

Choose a number of individuals (baker, hotel owner, beautician, etc.) and suggest that class imagine how each of them obtains the food, services, etc. he needs. Can he provide for all of his own needs? On whom does each of these people depend? Why? Also ask: Do people divide types of labor up and specialize more in cities or towns? Why?

24. At this point a mural could be started. Included could be: a map of France showing boundaries, an outdoor market, subways, side-walk cafes, a fashion show, art galleries, the River Seine, etc. Different scenes would be added as the topics are presented. This would be a continuing project, completed by the end of the unit. When the mural is finished it could later be used as a review of what the children have learned about Paris and possibly make comparisons about what they already know about Chelmsford, New York and Boston.

25. Read The Red Balloon. Ask the children to decide why Pascal could not take his balloon on the street car or into school. Discuss what should be done about the boys who chased Pascal and took his balloon. Illustrate in this story how one's rights are both guaranteed and restricted through the laws of our community.

Lamorisse, The Red Balloon.

G. All societies have some laws (rules) which will be enforced through force if necessary.

G. Government action may help increase as well as restrict individual rights.

G. Governments enforce laws with force if necessary.

G. Governments restrict people who would interfere with the rights or even the life of others.

A. ACCEPTS THE WILL OF THE MAJORITY UNTIL IT CAN BE CHANGED BY PEACEFUL MEANS.

G. Governments provide many services which people cannot provide for themselves.

B. The government provides many services which the people of Paris cannot provide for themselves.

G. Government frequently provide schools.

26. Ask the class what our society does to insure that impo
laws will be obeyed. Show a picture of an American pol
or a film about a policeman's work. Discuss the role o
policeman in enforcing laws. Ask what becomes of those
refuse or fail to obey the law. Show the picture on pa
of Young France. Suggest that Paris has policemen for
forcing their laws just as our society does.

Discuss the fact that people are not allowed to cross t
street except at corners. Say: Our country is suppose
a free one. Why can't we cross the street wherever we
Why aren't we allowed to dump our garbage in the street
do we have limits on our actions? Attempt to get at th
that with freedom comes responsibility to avoid misuse
freedom. Some laws restrict our actions, but it is oft
the good of all. Use illustrations found within the cl
For example, children cannot throw objects in the room
someone could get hit and injured. Therefore, an agree
needed to protect the rights of everyone in the room.

Suggest that the class think about the rules and agreem
which exist in their own classroom. Have them write ab
several such rules explaining why they are necessary to
smooth-working classroom. Discuss how the classroom ru
were established and perhaps where they need revision o
improvement. Reinforce the idea that regardless of rul
in a classroom, school, community, etc. the people must
conform to the rules or they are of no value.

Refer to the manner in which disputes were handled in g
mining communities.

27. Discuss again things outside the immediate family that
very important. (streets, parks, protection, playgroun
bridges, etc.) Ask: Why are such things as streets an
bridges important?

ıe class what our society does to insure that important
vill be obeyed. Show a picture of an American policeman
film about a policeman's work. Discuss the role of a
eman in enforcing laws. Ask what becomes of those who
e or fail to obey the law. Show the picture on page 51
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Harris, Young
France, p. 51.

Film: Cities an
Protection:
Protecting Liv
and Property,
McGraw-Hill Fi

G. Governments provide protection against outside attack and frequently provide protection against other dangers (crime, fire, disease, etc.).

G. Governments frequently build roads to make it easier for people to travel from one place to another; they frequently build bridges across rivers.

G. Governments frequently provide certain kinds of recreational facilities or services (parks, playgrounds, swimming beaches, etc.).

G. Governments may provide other kinds of services (mail, water supply, etc.).

S. Listens for main ideas and supporting details.

How is police protection a help to you and your neighbors? Is it really necessary to have this protection when your parents are also protecting you? How are schools, parks an playgrounds needed for communities to be happy? Discuss. Can your mothers and fathers provide for all of these thing alone?

Who does make these things possible then? Do your parents help? How? The point of taxes may be mentioned and a few examples explained. If necessary, arrange to see the vide tape Dreams and Taxes used in the Contrasting Communities study. Discuss what a government is and who controls it i a democracy.

28. Choose from the following suggestions to contrast city and country living in France.

    a. Use picture # 5 from Living in France which shows a farmer in a small village in eastern France.

    b. Project and discuss filmstrip Simone's Surprise.

29. Show pictures of Parisian parks, playgrounds, museums, and opera houses. Allow the children to compare these with similar facilities in their own community. Ask: Who do you think makes these available to the people in Paris? Why? Explain that such features are too expensive for individuals to provide so they are provided by the government of Paris.

    Begin reading Evangeline, Pigeon of Paris.

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angeline, Pigeon of Paris.

Videotape: Dreams and Taxes, Chelmsford ITV.

Study print: Picture 5, Living in France, Silver Burdett.

Filmstrip: Simone's Surprise, McGraw-Hill Films.

Molinard and Gilbert, The Paris I Love.

Brogan, Life World Library: France, pp. 166-67, 158-59, 155, 153, 121, 72.

Carlson, Evangeline, Pigeon of Paris.

G. All people, everywhere, have certain basic physical drives, although they satisfy them differently.

G. Human beings exhibit the same kinds of emotions, although they may express them in different ways and the emotions may be aroused by different things.

G. Human beings, everywhere, have acquired needs for positive affect (affection) and interaction with other human beings (gregariousness).

G. Certain family functions are found universally in all societies.

IV. Parisians must have food, clothing, and shelter, just as we must.

A. Parisians' eating habits are similar to ours in some ways and different in others.

B. French families do many things together. They sometimes go fishing or for a walk together, or they may take the children to play in the park, etc.

31. Show the class the picture of a French family at the dinner table on page 8 of Young France. Direct attention to the table and the objects on it. Say: This is a picture of a Parisian family sitting down to eat. Look at their table. What do you see on the table that you would find on your own dinner table? (plates, knives, forks, spoons, glass tumblers, bowls, a pitcher full of liquid -- water?) What do you see that you would not find on your table? (forks are upside down) Discuss how the people seem to feel about each other. Look at the expressions on their faces as a clue. (The people seem happy and glad to be sharing a meal together.)

32. Show the picture on page 9 of Young France. Say: Here is a picture of a man and his boy taking bread home for supper. Do you know what this kind of bread is called? Have any of you ever eaten French bread? What is it like? Do you carry bread home from a store in this way? Bring in a fresh loaf of French bread to share with the children.

    Discuss how most children like to do things with their parents. Ask the boys what they do with their fathers and girls with their mothers. Decide how the boy on the bicycle in the picture probably feels about going shopping with his father.

33. Show the picture on page 13 of Young France. Say: Here is a picture of some children eating lunch at school. What do the children seem to be eating? What is on the table? (soup, bowls, bread, tumblers, a centerpiece -- plant) Show more pictures and discuss.

    Look at the picture of a picnic on page 53 of Young France. Discuss this in terms similar to the previous pictures.

    Show the picture of a man and son strolling along the Seine from The Paris I Love. Again, attempt to establish the closeness and warmth such family contacts provide.

    Show film French Family Brunel which portrays the daily life of a typical French family, as seen through the eyes of a 13-year-old girl.

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Harris, Young France, p. 8.

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Harris, Young France, p. 9.

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Harris, Young France, p. 13.

Brogan, Life World Library: France, pp. 94, 95,96,98.

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Molinard and Gilbert, The Paris I Love, p.87.

ly Brunel which portrays the daily life of ly, as seen through the eyes of a 13-year-old

Film: French Family Brunel, McGraw-Hill Films.

G. People live in many groups in addition to their family group.

G. Some groups have direct, intimate, face-to-face relationships; others have indirect or less personal, less stable and long-lasting relationships.

G. All societies have some type of religion.

G. Although all societies have some kind of religion(s), religious beliefs differ from society to society.

V. Frenchmen are also members of a great variety of political, professional, social, and religious groups.

33. Contrast these pictures with some which indicate a lack of personal friendship. Show page 49 of *Young France*. Discuss whethe these people are likely to know each other or not. Discuss page 10 and 11 of *Young France* and pages 55, 99, 122, and 156 of *Life World Library: France*.

    Discuss what might be happening in each picture. What are the people doing in these groups that is different from what they do within the family? Is it necessary to do some things outside the family? Why?

    Ask if the pictures are different from our own society or simila Point out that our closest feelings are usually shared with the family. Show some pictures of our own society which illustrate this idea. Have the children draw pictures of what they do withi their own families to establish closeness and warmth. Have each child describe his picture.

34. Project several pictures of famous French churches. Ask: What are these buildings? What do they show about at least some of the French people? Tell children that most of the French people are Catholics.

35. Say: Think back to all of the communities which we have studied this year. Did they all have some religious groups or churches or religious beliefs? Review what children learned about religio in each community.

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p. Show page 49 of Young France. Discuss whether
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ung France and pages 55, 99, 122, and 156 of Life
France.

Harris, Young
France, p.49,
10, 11.

Brogan, Life
World Library:
France, pp. 95,
55,99,122,156.

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Filmstrip: Paris,
Encyclopaedia
Britannica Films.

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liefs? Review what children learned about religion
ty.

G. In almost all societies some aspects of socialization of children are entrusted to people outside the child's family; most societies have formal schools to educate children.

S. Gains information by studying pictures.

S. Generalizes from data.

VI. French children go to school, just as children do in this country.

   A. The French depend upon their schools to help in the process of socializing their children.

   B. French schools observe Thursdays and Saturdays as days off.

   C. Children are expected to do quite a bit of homework and must adhere to strict discipline in school.

   D. One of the major objectives of French education is to produce independent thinkers.

36. Ask: Why is it necessary to have schools? What do schools do How do you think Paris teaches its young people? Let's see what their schools are like. Show variety of pictures of Fren children in school.

From what you see in the pictures, how are their schools similar to ours? How are they different? Refer to the school in The Red Balloon. Read pp. 49-50 from The First Book of France Then re-ask the above questions. Make special note of the discipline demanded in French schools, homework, the different school week, the dress for school, and the emphasis on independent thinking.

37. Pursue the independent thinking point by discussing the importance of such an attribute. Why is this important? Ask if there are aspects or areas of life where this ability is important in our society.

38. Refer once again to the schools of Paris. Seek to arrive at the generalization that French schools attempt to teach their students what is important in their society just as we do. Why do you think the parents of Parisian children want them to go to school? Would you say that the reasons for going to school are very much alike here and in Paris? (We can see that what is taught may be different and the way of teachi it may also be different, but all societies feel that educatin their children is important.)

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Gottlieb, The First Book of France, pp. 49-50.

Harris, Young France, pp. 3,10,12,13,14, 15,16,25.

Brogan, Life World Library: France, pp. 119 and 121.

Lamorisse, The Red Balloon.

Study Print: Picture 3, Living in France, Silver Burdett.

S. Generalizes from data.

G. All people, regardless of where they live or to what race, nationality, or religion they belong, have many things in common.

G. All people, everywhere, have certain basic physical drives, although they satisfy them differently.

G. Human beings exhibit the same kinds of emotions, although they may express them in different ways and the emotions may be aroused by different things.

39. Say: Think back to the communities we have studied
and what you learned about families in past years.
of these communities or groups of people have some
school? Which did not? Why do you think most of t

40. Begin a discussion by asking the class what they en
during summer vacations from school, week ends, aft
during the week and other spare moments. Ask what
with their whole family. Ask: Do you suppose the
of Paris enjoy all of these same things? Do you thi
do anything different for relaxation and enjoyment?

Use picture # 11 from Living in France to show that
French people vacation in family groups.

41. Develop the idea that Parisians seek relaxation in
of ways by reading The First Book of France, pp. 51-
out the many similarities and differences.

For teacher's convenience:

Relaxing in Paris

Similar		Different
Boating	Winter Sports	Soccer (form of French f
Tennis	Marbles	Pelota (form of handball
Fencing	Leapfrog	Boules (form of outdoor
Cowboys and Indians		Bicycle Racing
		Basket (cross between ba and hockey)

42. Pursue this concept by using this suggested activity
pictures in book Young France -- everyone just sitti
ly and concentrating as teacher flips through the bo
similarities and differences between French and Amer
of recreation.

Divide into small groups and have children discuss w
Group leader lists children's responses. An effecti
board display could consist of illustrations drawn b

to the communities we have studied this year
rned about families in past years. Did each
ties or groups of people have some kind of
id not? Why do you think most of them did?

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Study Print: Picture 11, Living in France, Silver Burdett.

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Relaxing in Paris

	Different
Sports	Soccer (form of French football)
s	Pelota (form of handball)
og	Boules (form of outdoor bowling)
ans	Bicycle Racing
	Basket (cross between basketball and hockey)

ept by using this suggested activity. Show
Young France -- everyone just sitting quiet-
ting as teacher flips through the book, noting
differences between French and American forms

Harris, Young France.

l groups and have children discuss what they saw.
ts children's responses. An effective bulletin
ild consist of illustrations drawn by the children.

G. Human beings, everywhere, have acquired needs for positive affect (affection) and interaction with other human beings (gregariousness).

S. Listens for main ideas and supporting details.

A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

B. French children have many of the same emotions as children do in this country.

Show pictures and discuss what forms of recreation are taking place.

- Circus
- Bike Riding
- Bike Racing
- Picnic
- Visiting Museum
- Boating
- Opera
- Walking in Rain
- Watching Soccer
- Sailing Sailboats
- Painting
- Sky Diving
- Mountain Climbing

Point out the many similarities. Suggest that people in every society have favorite pastimes they pursue during leisure time. Discuss why relaxing is valuable. Ask if the benefits of relaxing are limited to our society or shared by all societies.

43. Tell the children they are going to hear a story about a young farm girl as she visits Paris. Instruct the children to compare Jeanne-Marie's reaction to her visit with the way they might feel about visiting New York or Boston. Read Jeanne-Marie in Gay Paris.

Ask the children to make a list of the things Jeanne-Marie enjoyed doing in the story they just heard. Instruct the children to write how they might react to a similar experience. When they are nearly completed ask several children to share their work. Attempt to illustrate that in many cases the children would react almost exactly as Jeanne-Marie did.

44. Use the videotape French Folk Songs or the recording French Folk Songs for Children to introduce children to the kind of songs children in Paris would sing. Compare the nature of the songs with American folk songs.

cuss what forms of recreation are taking

Opera
Walking in Rain
Watching Soccer
Sailing Sailboats
Painting
Sky Diving
Mountain Climbing

Molinard and Gilbert, The Paris I Love.

Harris, Young France.

Brogan, Life World Library: France.

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Videotape: French Folk Songs, Chelmsford ITV.

Recording: French Folk Songs for Children, Folkways Scholastic Records.

G. Human beings exhibit the same kinds of emotions, although they may express them in different ways and the emotions may be aroused by different things.

A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

G. Ways of living differ from one society to another and within the same society; indeed, each culture is unique.

2. Many cafes in Paris are in the open air. A meal in one is eaten at a leisurely pace often followed by a stroll. Other Parisian restaurants are very elaborate and expensive. French foods are famous the world over.

G. Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drives and needs differently.

3. Some French foods are quite different from ours.

G. In every society human beings learn a culture in the process of growing up; this culture is the learned behavior patterns shared by members of their group.

45. Show pictures which demonstrate French children at play. Ask children to note expressions on children's faces. Do they seem happy or joyful?

Again discuss how children in our society might enjoy the same activities. Play one of the games French children play regular

46. Read The Red Balloon once again, after preparing the children to listen for Pascal's feelings. Ask the children to raise their hands whenever they feel that Pascal is happy, worried, sad, etc. When such sections are read comment along these lines: How did Pascal feel then? How would you feel? Again, make the point that children of our society would probably react as the little French boy did.

Show a few pictures of children laughing, crying, etc. Discuss how each feels, whether or not you have ever felt this way. What makes you happy? What makes you sad? As a follow up, children can demonstrate various facial expressions to class so that the others may guess what emotions they are portraying. (anger, fear, joy, love, etc.)

Read Madeline to the class. Discuss her experiences and feelings and the feelings of her friends.

47. Present a picture of people eating in an American restaurant. Say: How many of you have ever eaten in a restaurant or cafe? This picture shows a family eating in an American restaurant. Look at this picture of a cafe in Paris. (Show the picture.) How is the Paris cafe like the American eating place? How are they different? Call attention to the fact that Paris has many open-air cafes.

48. A shoebox diorama could be started at any time. (Various scenes of Paris, such as the sidewalk cafes, the River Seine, the schools, or the parks could be depicted.

vhich demonstrate French children at play. Ask te expressions on children's faces. Do they joyful?

Harris, Young France.

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Lamorisse, The Red Balloon.

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Bemelmans, Madeline.

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Brogan, Life World Library: France, pp. 94-96, 98.

Molinard and Gilbert, The Paris I Love.

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See Appendix for diorama instructions.

49. Show the picture on page 49 of *Young France*. Ask the class what they see in the picture. Ask what kind of a store might have *clothes* hanging out for display. Direct attention to the horse heads high above the street. Ask the children what *this* shop sells. Tell the children that horse meat is considered a delicacy by many Frenchmen. Ask: What kind of sign do you think a shop would have if it were selling beef and steaks? Pork?

Harris, *Young France*.

Say: Was anyone surprised to learn that many people in Paris like to eat horse meat? Why does this seem strange to us? Can anyone think of anything else that people who live in other lands eat which we don't? Tell children about French liking for snails and frog legs.

50. Ask: How do we learn to like the foods we eat? (By eating them and seeing others eat them.) What are some of your favorite foods? List them on the board. Is there anyone who dislikes something we have on the board? What foods do you dislike? Attempt to show that even in our own society not everyone agrees on what is good and bad to eat. Cite such habits as catsup on eggs, popcorn in milk, etc., explaining that we learn to like various foods. Also point out that our eating habits are often dependent upon what is available. If we had no cattle we would never have a chance to dislike steak. It would simply not be available. If nothing but lamb were available, that is probably what we would elarn to enjoy. Cite many nomadic tribes which seek and enjoy roots of many plants with which we are not familiar. Suggest that carrots and potatoes would seem strange to these people because they have never seen such food. (It might be pointed out that these are simply roots of plants, also.)

S. Generalizes from data.

S. Gains information through interviews.

G. Culture changes as a result of diffusion (accepting patterns of behavior practiced by other groups).

S. Generalizes from data.

S. Applies previously-learned concepts and generalizations to new data.

C. Parisian homes are basically much like our own.

1. Although there are differences in climate, Paris has four seasons much as people in Chelmsford do; the people of Paris need shelter against cold in winter and rainfall or snow.

51. Have children decide what should go on a comparative ch
ing similarities and differences in eating habits of th
and Americans.

52. Present a fashion page from any Sunday newspaper. Ask
what connection might exist between the fashion picture
local newspaper and Paris, France. Suggest that their
might be good people to ask for an answer. Ask the chi
be ready to discuss this idea tomorrow. (Discuss quest
ask mothers.) The following day discuss the influence
fashions on United States dress.

53. Show pictures of children in play clothes, dressed up,
school, in winter, in summer clothes both in France an
society. Ask what the purpose of such clothes might b
Point out that the clothes are worn for much the same
reasons)protection from elements, to fit the activity,
to look nice), but that the type of clothes may vary fr
place to place.

54. Show pictures of American homes including apartments a
tenements. Discuss the variety of ways in which peopl
vide shelter in our town. Compare our town and Paris
location on the globe. Ask what the weather might be
in Paris when we are having winter. Compare Paris to
and New York and Chelmsford. Which extreme seems most
Paris? (Review what children learned in activity # 5
temperatures in Paris.) What kind of shelter would Pa
probably need? Have children draw pictures of types o
Parisian families probably live in.

decide what should go on a comparative chart show-
es and differences in eating habits of the Parisians

ion page from any Sunday newspaper. Ask the class
n might exist between the fashion pictures in a
r and Paris, France. Suggest that their own mothers
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Harris, Young France.

Study Prints: Living in France, Silver Burdett.

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w what children learned in activity # 5 about
n Paris.) What kind of shelter would Parisians
Have children draw pictures of types of homes
ies probably live in.

2. Most families live in apartments which are run by women called concierges.

C. Different parts of a city usually have different but interrelated functions.

A. APPRECIATES THE CULTURAL CONTRIBUTIONS OF OTHER RACES AND NATIONALITIES.

IX. Parisians are proud of their country and of their city.

A. France and Paris both have a long, proud history.

A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

55. Begin the discussion by showing pictures of Parisian homes.
the children to compare their drawings and decide what they d
correctly and where differences occurred. Discuss the differ
ences and decide if possible why such things as very tall bui
ings, broad residential streets, concrete roads, single house
and the like do not appear. Explain that while the Parisians
need for shelter is much like our own, they have satisfied th
need in ways sometimes different from our own. Describe concierges in Paris.

56. Ask: Would you expect to find apartment buildings mixed in w
food and clothing shops? With factories? What did you notic
about the way our own community is divided up? (Lead pupils
identify different functional regions within own town.) Now
them a little about functional divisions in Paris. (See back
paper.)

57. Show picture of the Bastille. Also show a picture of the Sta
of Liberty. Ask the children to identify the pictures. Ask:
What does the Statue of Liberty mean to us? Where is it loca
Have any of you ever visited the Statue of Liberty? Does any
know how the United States got the Statue? Explain to the cl
that the Statue of Liberty has come to symbolize the freedom
our country stands for. Also that many people from other lan
see the Statue as they first enter New York Harbor. To many
immigrants the Statue of Liberty is a sign that a new life
awaits them in our country. Finally, explain that the Statue
of Liberty was a gift from France in 1886 to symbolize the
understanding and friendship between our countries.

Ask the children to think of the pride and love we feel for o
own country. Ask: Does it seem likely that Parisians feel t
same about their own country? The Bastille is a landmark to
French much as our Statue of Liberty or the Washington Monume
is to us.

Ask children what goes on in Chelmsford to celebrate the Four
of July and why there is so much celebration. Use the pictur
from Flag Day - Independence Day if necessary. Then ask chil
to study picture # 12 from Living in France and to share what
they think is going on with their classmates. Continue using
material in the handbook from Living in France to tell about
Bastille Day.

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Molinard and Gilbert, The Paris I Love.

Brogan, Life World Library: France.

Lamorisse, The Red Balloon.

Harris, Young France, p. 38.

Molinard and Gilbert, The Paris I Love.

Brogan, Life World Library: France, pp. 165,37,38, 39,28,21.

Sasek, This Is Paris.

Gottlieb, The First Book of France, pp. 57-63, 17-41.

Study Prints: Picture 12, Living in France, and Independence Day pictures from Flag Day - Independence Day, Silver Burdett.

G. Culture changes although it changes more rapidly and drastically in some times and places than in others.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

B. There are many large buildings in Paris that are famous throughout the world.

58. Show pictures of landmarks in Paris. Explain that these places also hold a great deal of meaning to the French. Read This Is Paris, pointing out the significance of the famous attractions. Convey the respect and love Frenchmen feel for their long and famous past. Read selections from The First Book of France to support these ideas.

Show the film: Paris: The City and the People. Tie the idea of pride and loyalty to the features presented in the film.

59. Draw comparisons between our pride and loyalty and that of Parisians. Point out that people in all societies feel a pride in their own city, state, district, country, nation, and so forth. Suggest that such feelings are justified an important, but that failure to recognize the pride others feel in their groups is both narrow-minded and innacurate. Say: Does the fact that we grew up in a town mean that ou town is the best in the world? Is it important to recogni the value and importance of other cities? Why? Emphasize importance of respecting the pride and loyalty others feel to their city, state, country.

60. Read pp. 54-56 on French Holidays from The First Book of France. See Appendix for additional materials for childre

61. Show several pictures of Paris from The Paris I Love. Direct attention to the age of the buildings, the width and surface of the streets, lamp posts, and other features which demonstrate how old and stable Paris is. By way of contrast show several pictures of New York and other Ameri cities. Call attention to the same features of these citi as well as the height of the buildings. Ask what differen they notice between Paris and our large cities. Also ask they think the buildings of Paris appear to be so old. Sh pictures of some of world-famous buildings in Paris.

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Film: Paris: The City and the People, Coronet Films.

Sasek, This Is Paris.

Gottlieb, The First Book of France.

Gottlieb, The First Book of France, pp. 54-56.

Molinard and Gilbert, This Paris I Love.

S. Makes and interprets simple time lines.	
G. Culture changes as a result of diffusion (accepting patterns of behavior practiced by other groups).	X. Americans and Parisians have influenced each other.
G. Innovations occur in ideas and behavior, not just in things.	

Explain that Paris has existed since the time of Caesar, over two thousand years ago. Contrast our cities which date from the 1800's with Paris. Construct a single time line which clarifies the differences in age between Paris and Boston. Explain that much of Paris has been left unchanged because of the history and tradition connected with it. Ask if we have kept historical landmarks in our own community. Refer to the Old Chelmsford Garrison House that many children have visited.

Show pictures of urban redevelopment projects in the United States as well as of conditions giving rise to such projects. Ask if such changes are likely to happen in Paris. Say: Do you think changes take longer in an older city like Paris or in a newer city? Why would Paris be slower to change? Establish that change does occur in Paris. Use pictures.

Brogan, Life World Library: France, pp.78, 79,160,158,76, 70-71,60.

Show pictures of American influence in Paris. Also show pictures of French impact on our society. Say: How do changes like this happen? When tourists visit Paris do you think they are changed any? How? Do the tourists have any effect on Paris? How? When you visit a friend in another city, do you ever learn new games or discover new ideas? Have you ever taken these back to your home? Explain that societies often learn from one another in much the same way. Point out Paris fashions and their influence on our society once again.

Study Prints: New York Is..., John Day Co.

S. Checks on the completeness of data and is wary of generalizations based upon insufficient evidence.

G. Ways of living differ from one society to another and within the same society; indeed, each culture is unique.

G. Cities are made up of many people of many different backgrounds; consequently, there are people who behave quite differently even within one city.

G. All people, everywhere, have certain basic physical needs although they satisfy these needs differently.

XI. P
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XI. Paris is like our cities in some ways and very different in others; the people, too, are like us in many ways, even though different in others. The people of Paris live somewhat differently than any other people we have studied.

Culminating Activities

64. Attempt to demonstrate the dangers of overgeneralization in the following manner: When we study a city such as Paris it is very easy to make the mistake of thinking that everything is exactly as we read it or see it. For example, if someone were studying our own classroom and took some pictures of us, how accurate would they be? Let's suppose everyone smiled in the picture. Would it be safe for someone studying our classroom to look at the picture and decide that all of us are happy all of the time? What would that person need to know about us to help him understand better? If another picture were taken which showed ____________ and ____________ enjoying arithmetic, would it be fair to decide that everyone in our classroom enjoyed arithmetic? Can you think of examples similar to these which would give a false impression of our class? How could we avoid such wrong ideas about our class?

Now let's think of Paris once again. Do you think that everyone in the city enjoys fishing in the Seine? Who might not? Is it fair to think that all Parisians like to eat horse meat? Why not? What else have we studied that should be thought of as true of some Parisians, but not all of them?

What about eating? Is it safe to assume that all Parisians eat? Yes, but is it safe to think they enjoy eating the same things? Discuss this and other ideas until it seems that the concept is clear.

G. Large cities are characterized by a large number of people per square mile, by a great division of labor and specialization, by a demand for many services (private and governmental), by a heterogeneous population, and by greater anonymity than found in small communities.

G. Ways of living differ from one society to another and within the same society; indeed, each culture is unique.

G. Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drives and needs differently.

G. See above, and: All people, regardless of where they live or to what race, nationality, or religion they belong, have many things in common.

G. The broad outlines of the ground-plan of all cultures are about the same, because men always and everywhere are faced with certain unavoidable problems rising out of the situation given by nature.

G. Culture is learned, not inborn.

65. Read Sasek's book This Is Paris to the children. Tell them to look and listen for things that remind them of how much Paris is like Boston. Let them discuss each page as you go along. When you have finished, ask: Is Paris very different from Boston? Is it exactly like it? What should we say about the two cities, then?

Sasek, This Is Par

66. Ask: Now think back to all of the communities you have studied this year and to the families you studied in the first and second grades. What can we say about people in different parts of the world? (Get children to generalize about diversity, uniqueness of cultures, and similarities among people.) Also ask: Why do people live in different ways?

67. A "fun" activity to close the unit could be having an "outdoor cafe" scene. Set up tables and serve French bread with butter and punch (wine). Dioramas made by children could be put on desks for atmosphere. Invite another class or parents to browse through the area as visitors to Paris.

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French Family Brunel, McG

Modern France, Coronet Fi

Paris: The City and the
Films.

The Red Balloon, Brandon

FILMSTRIPS

Paris, Encyclopaedia Brit

Simone's Surprise, McGraw-

RECORDING

French Folk Songs for Chi
Scholastic Records.

STUDY PRINTS

Flag Day - Independence D

Living in France, Silver

Map Symbols and Geographi
A. J. Nystrom Co.

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APPENDIX

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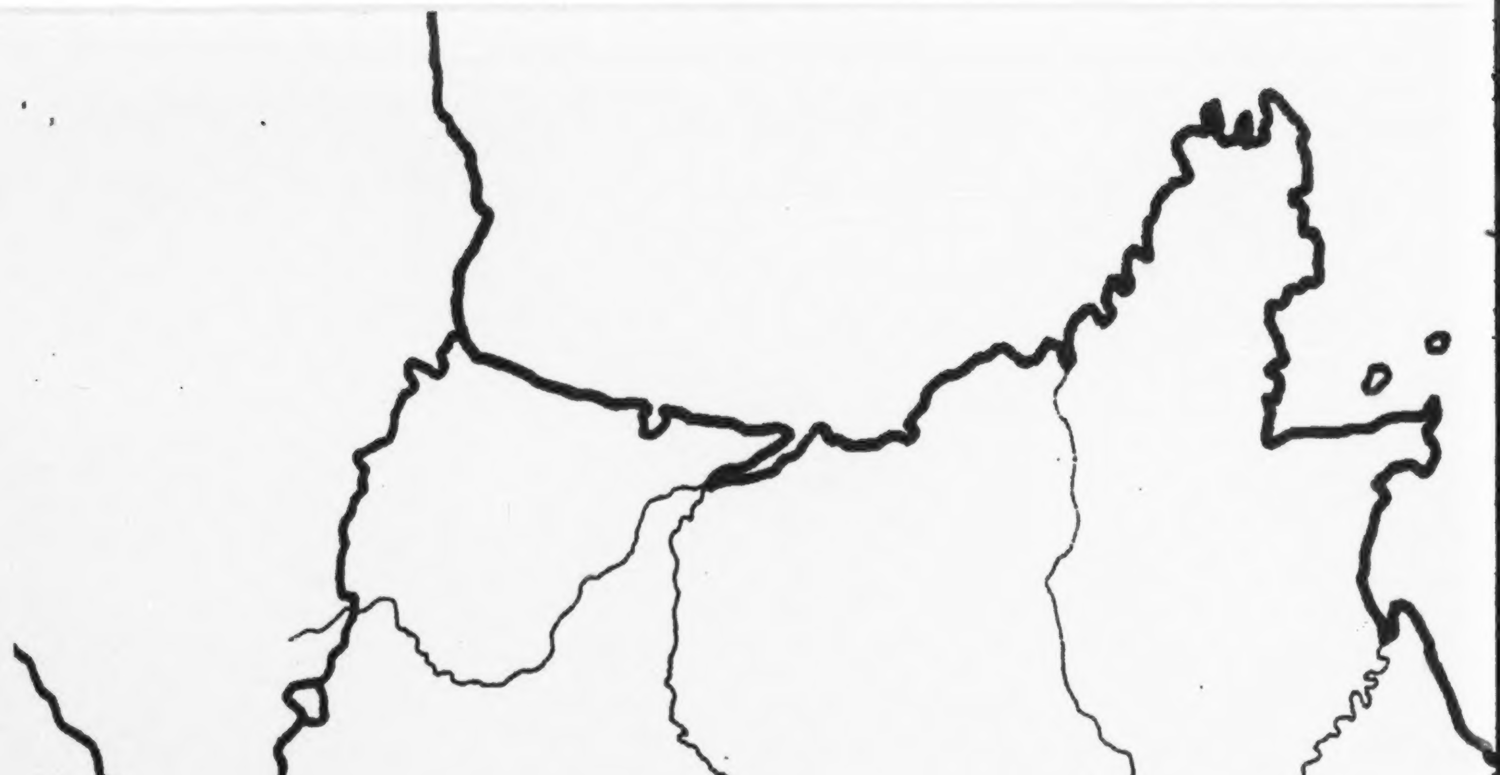
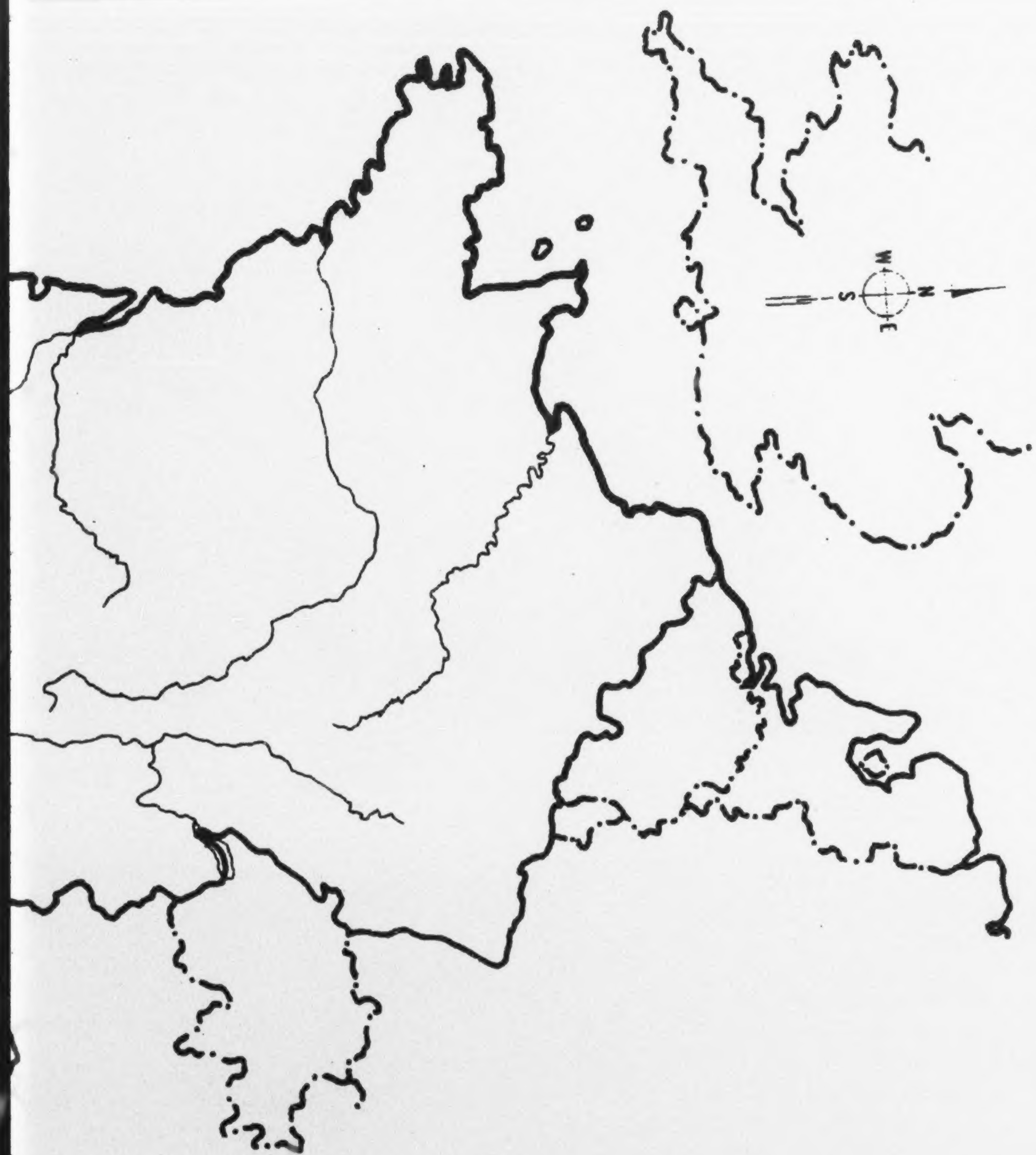
NORTH AMERICA

EUROPE

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PARIS DIORAMA

1. Decide on one main idea for your diorama. (Do not try to put too many things into it!)

   Some Suggestions:

   The River Seine with fishermen, boats, bridges
   Schools
   Churches or Apartment Buildings
   Pushcarts and peddlers
   Sidewalk Cafe
   Open book stores
   Market place
   (or anything else you can think of to illustrate life in Paris; you may also choose a scene from the story The Red Balloon or any other book read on Paris)

2. Plan your theme carefully before you start your project. Draw it on paper first.

   Suggested Materials:

   cotton balls (can be dyed with food coloring)
   cotton Q-Tips
   seeds
   sandpaper
   stones
   walnut shells
   plastic or artificial flowers
   toothpicks
   paper clips
   elastics
   bottle caps
   nails
   empty spools of thread
   wooden matches (without the tips)
   small toys
   shells
   hair curlers
   bobby pins
   tacks
   string
   yarn

story The Red Balloon or any other book read on Paris)

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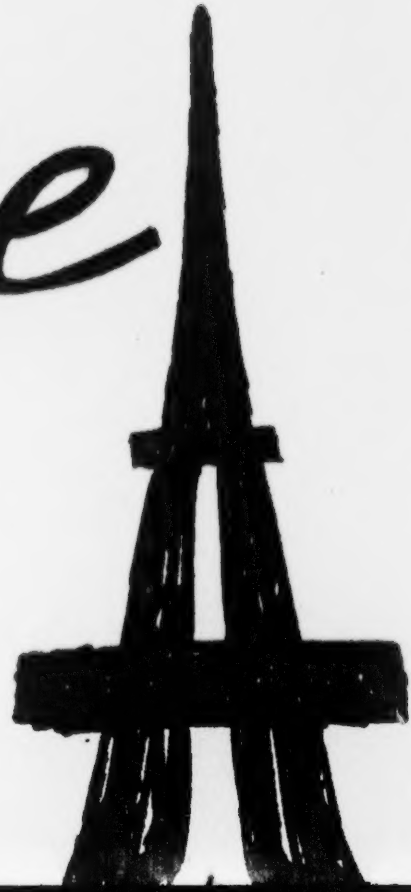
nails
empty spools of thread
wooden matches (without the tips)
small toys
shells
hair curlers
bobby pins
tacks
string
yarn
paper doilies
cut-out pictures
feathers
fishline
wire
scraps of cloth, buttons, zippers

3. A shoe box is best, but you can use a tissue box if you cut off the top. Elmer's Glue will work better than paste. Nailpolish makes a good paint. (HINT: Do not wait until the last minute to start your diorama. Then it will be work and not fun.) USE YOUR IMAGINATION!

Holidays in France



Flags for Birthdays

France

July 14... Bastille Day

United States of America

July 4... Independence Day

April Fools' Day

A LONG TIME AGO, NEW YEAR'S DAY WAS ON APRIL FIRST.

LATER WHEN PEOPLE DECIDED TO USE A NEW CALENDAR, NEW YEAR'S DAY CAME ON JANUARY FIRST. BUT SOME PEOPLE FORGOT. THEY CELEBRATED AT THE OLD TIME. SO THEY WERE CALLED APRIL FOOLS.

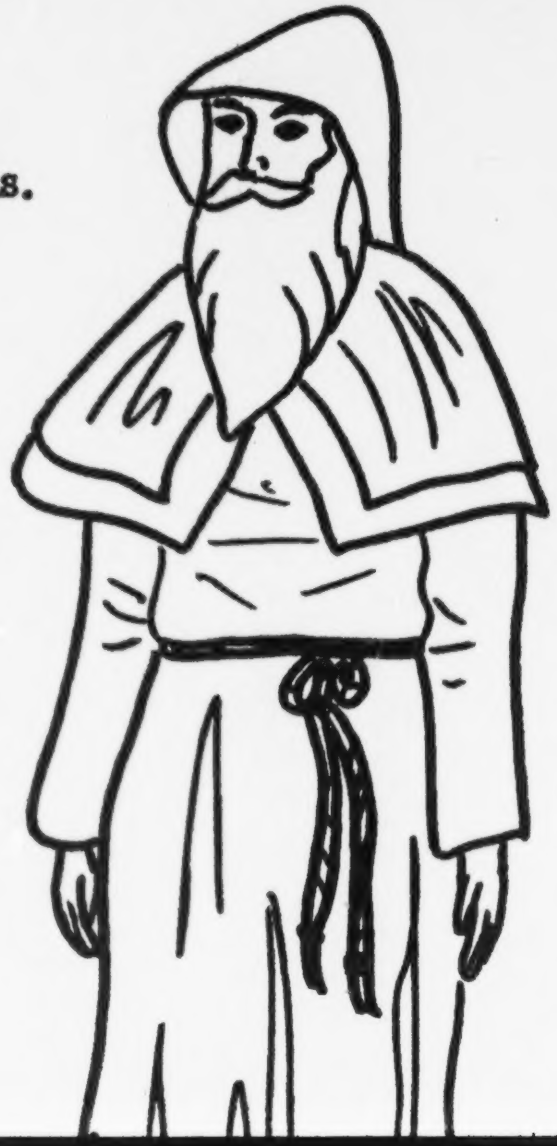
TODAY IN FRANCE, A PERSON WHO HAS A TRICK PLAYED ON HIM IS CALLED AN "APRIL FISH."

Christmas

IN FRANCE THIS MAN IS CALLED PÈRE NOËL, WHICH MEANS FATHER CHRISTMAS. BUT HE DOESN'T LOOK A BIT LIKE OUR SANTA CLAUS.

PÈRE NOËL IS TALL AND SKINNY. HE WEARS A LONG RED ROBE AND A WHITE FUR HAT, AND HE CLATTERS ALONG IN WOODEN SHOES.

IN FRANCE CHILDREN PUT EMPTY SHOES ON THE DOORSTEP OR BY THE FIREPLACE ON CHRISTMAS EVE. THE CHRIST CHILD IS SAID TO PUT GIFTS IN THEM.



SANTA CLAUS.

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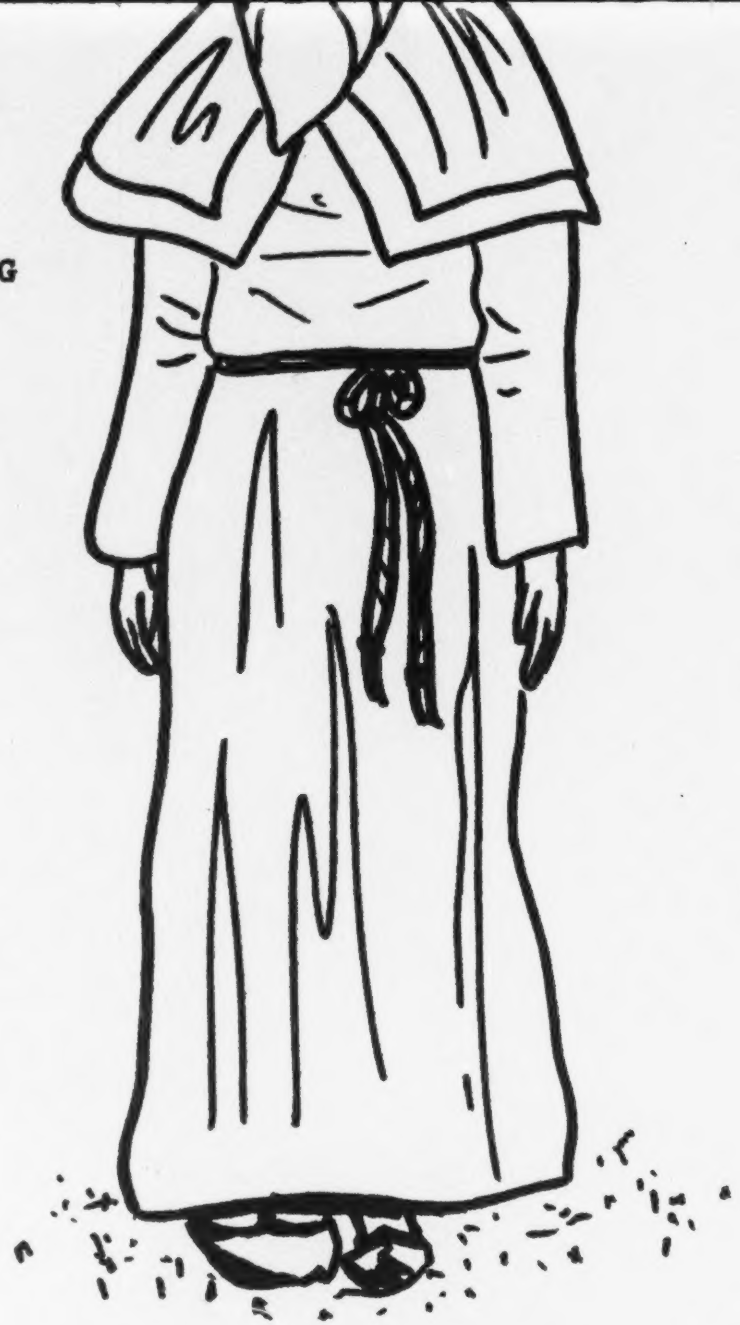


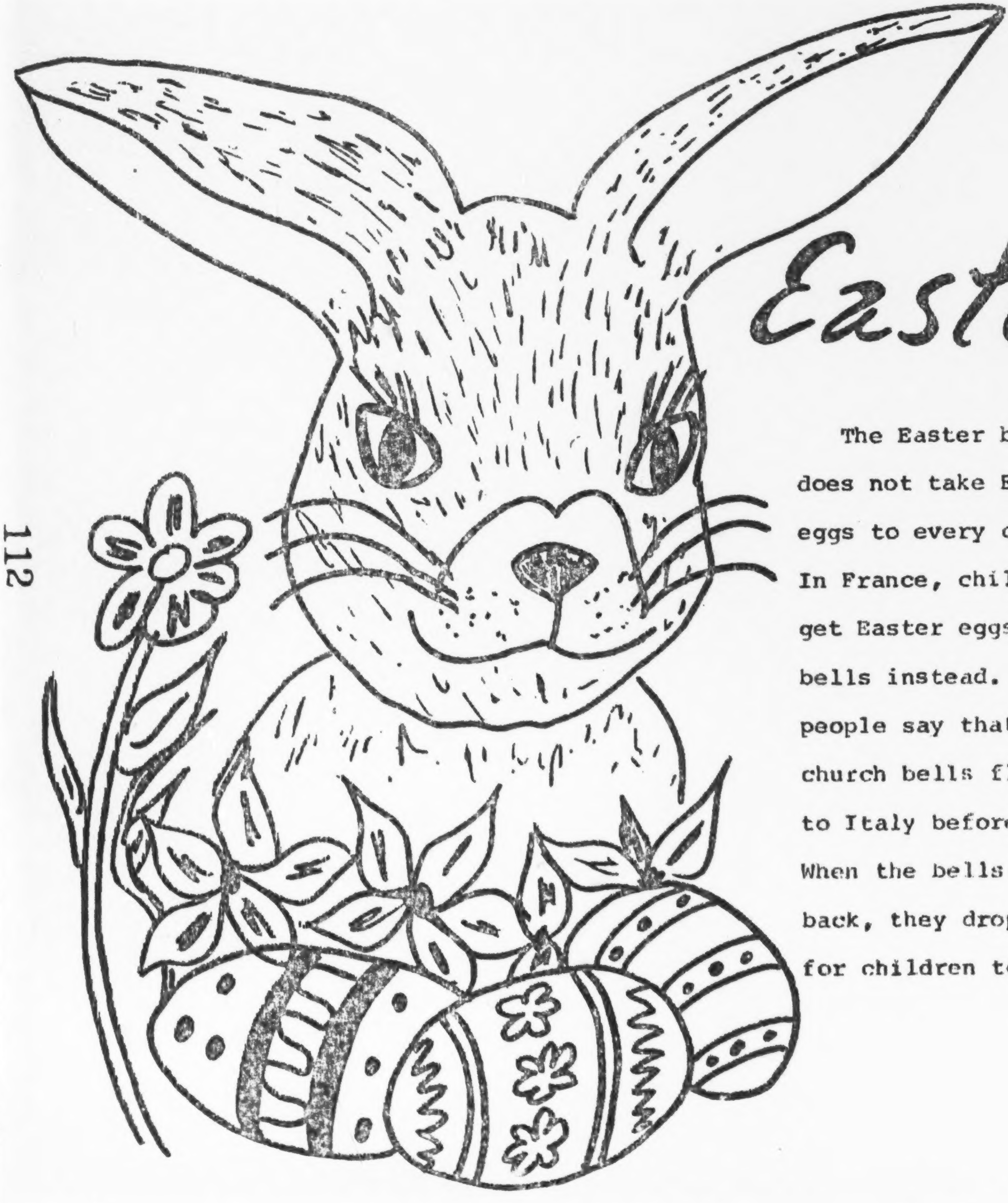
Père Noël

Mardi Gras

On the day before Lent the people of France celebrate Mardi Gras. Some people make a paper man and call him "King Carnival." They sing and shout as they carry King Carnival through the streets. At the end of the day they burn King Carnival at the stake to show that Mardi Gras is over.

Imagine a battle of flowers! In France during Mardi Gras, some children ride in a parade of flower-covered carts. As they ride along, they throw flowers at their friends.

But watch out! They can throw flowers at you, too!



Easter

The Easter bunny
does not take Easter
eggs to every country.
In France, children
get Easter eggs from
bells instead. There,
people say that the
church bells fly away
to Italy before Easter.
When the bells fly
back, they drop eggs
for children to find.